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3, [10] f. ; 28 cm.

Textes en français et en anglais. Accompagne 79 diapositives disponibles chez l'auteur.

Cote Dewey: 651.7'07/H631m Cote LC: HF/5548.115

Descripteur(s): *Techniques administratives *Ecole commerciale *Matériel didactique *Diaporama *Secondaire (Niveau)

Identificateur(s) de sujet: *Traitement de texte *Bureautique

Présentation sommaire des démarches effectuées en 1979-1980 et qui ont abouti à la réalisation d'un diaporama exposant les concepts généraux du traitement des textes (word processing) et donnant une idée des changements d'organisation et de carrière qui en résultent. Ce matériel didactique audiovisuel est destiné avant tout aux étudiants en techniques administratives du secondaire. Il devrait être suivi d'un certain nombre d'autres diaporamas consacrés aux développements de la bureautique et à leurs implications. Outre un bref rapport de trois pages, le document reproduit le texte anglais qui accompagne les diapositives.

Type de document: d
Auteur de l'analyse: ar

E D U Q 8270290

Mise au point de matériel d'enseignement du traitement des mots pour les élèves des écoles commerciales de niveau secondaire

Nancy E. Hicks

E D U Q 8270290

MISE AU POINT DE MATERIEL D'ENSEIGNEMENT DU TRAITEMENT DES MOTS POUR LES ELEVES DES ECOLES COMMERCIALES DE NIVEAU SECONDAIRE

RAPPORT PPMEP POUR 1979 - 1980

Chercheur principal: Nancy E. Hicks

RESUME DES RECHERCHES FAITES EN 1979 - 1980

Ce projet a été conçu en vue de préparer du matériel didactique audio-visuel servant à présenter les concepts du traitement de mots aux élèves des écoles commerciales de niveau secondaire. En raison de l'évolution dynamique des innovations des procédures technologiques dans le commerce, tout matériel didactique se rapportant aux procédures de bureau doit pouvoir être facilement mis à jour. C'est pourquoi ce projet a nécessité la production de diapositives accompagnées d'un texte synchronisé sur bande magnétique et d'un sujet imprimé. Un tel ensemble peut facilement s'adapter, s'agrandir ou se contracter pour tenir compte des changements qui interviennent et pour convenir à diverses méthodologies et techniques d'enseignement. Avant de concevoir ce matériel, on a dû amasser toutes sortes de documents ayant trait au traitement des mots. On a pour cela fait appel à des compagnies de fabrication/distribution de machines de traitement de mots, à des maisons d'édition de manuels scolaires, à des associations commerciales professionnelles et à leurs publications ainsi qu'à des compagnies utilisant des systèmes de traitement de mots. On a rassemblé des textes, des articles, des brochures, des photographies et des diapositives. Les compagnies ont généralement fait preuve d'enthousiasme et d'esprit de collaboration.

En dehors des sources mentionnées ci-dessus, on a recueilli des renseignements et des documents en assistant à plusieurs conférences d'origine locale et internationale. Les conférences, ateliers, présentations et rapports qui ont eu lieu avec des spécialistes du traitement de mots se sont révélés des plus fructueux. Notre fréquente participation aux réunions mensuelles de la section montréalaise de l'Association internationale du traitement de most a été également très utile.

Pour éviter toute difficulté de copyright ou d'ordre moral résultant de l'emploi des documents fournis par les compagnies, des "formulaires de consentement" spéciaux ont été expédiés aux compagnies à qui nous demandions des documents. En outre, le comité de recherche de la faculté des sciences de l'éducation de l'université McGill a jugé que ce projet était acceptable sur le plan moral pour des recherches nécessitant la participation de sujets humains.

Après nous être entretenus avec des professeurs et des spécialistes du traitement de mots, il est devenu manifeste que la première série de traitement de mots modernes et non pas sur l'équipement automatisé qui est fréquemment, à tort d'ailleurs, le centre des renseignements disponibles sur le traitement de mots. Le matériel de bureau automatisé n'est qu'une des composantes d'un système de traitement de mots. Les élèves du secondaire, tout comme leurs professeurs, doivent savoir ce qu'est le traitement de mots en général, quelle incidence il a sur le fonctionnement d'un bureau et sur les débouchés professionnels. Cette première série de diapositives/bande magnétique illustre admirablement les concepts généraux du traitement de mots et donne une idée des changements d'organisation et de carrière que produisent les systèmes de traitement des mots. Elle sert donc de banc d'essai aux séries de l'avenir qui devraient être axées sur des sujets connexes comme l'évolution historique du traitement de mots, le matériel d'entrée, de sortie et de distribution ainsi que les systèmes rattachés au traitement de mots, et les débouchés qu'ouvre le traitement de mots.

Dans le but de plaire aux élèves du secondaire et d'éviter toute partialité et désuétude précoce, les photographies de cette première série éducative sont basées sur des graphiques dessinés plutôt que sur des personnes, du matériel et des bureaux réels. Cela a été possible grâce à l'aide, à la collaboration et au savoir du personnel du centre des médias pédagogiques de McGill. On a eu recours aux services d'un acteur professionnel pour la narration du texte enregistré sur bande magnétique.

Bien que nous n'ayons pas pu tester cette première série de matériels didactiques dans les classes du secondaire avant la fin de l'année scolaire 1979-1980, nous procedrons à ce test dans plusieurs classes au cours de l'automne 1981. Les remaniements qui s'imposent seront alors effectués. L'exactitude du contenu a été garantie grâce à des consultations avec des spécialistes du traitement de mots du milieu des affaires.

REPERCUSSIONS DANS L'AVENIR

Etant donné que le traitement de mots aura une incidence énorme sur l'avenir professionnel des élèves des écoles commerciales du secondaire, professeurs et concepteurs de programmes doivent s'efforcer d'intégrer dans leurs programmes une étude séquentielle du traitement de mots. L'adjonction à ce projet audio-visuel de matériels audio-visuels sur l'historique, les débouchés, les systèmes et l'équipement de traitement de mots constituent un pas dans ce sens. Cette étape a été réalisée en 1980-1981 grâce à une autre subvention PPMEP. Si des guides didactiques complets, combinés à des diapositives étaient également fournis, professeurs et élèves pourraient découvrir le traitement de mots bien au-delà de ce que permet la série de diapo/bandes magnétiques et l'on aurait accompli un nouveau pas dans la direction d'un programme intégré. Un projet de subvention PPMEP destiné à la production de ces guides a été présenté.

Professeurs et concepteurs de programmes, tout comme les élèves des écoles commerciales, pourraient profiter de la mise sur pied d'un centre ressource de documents instructifs et éducatifs sur le traitement de mots. Une telle collection de documents pourrait être créée dans l'un des grands bureaux régionaux du ministère de l'Education et être proposée aux personnes intéressées par le biais d'un système de distribution adéquat.

Les documents éducatifs résultant de ce projet et de projets ultérieurs devraient intéresser les participants à l'atelier/conférence sur l'enseignement commercial. L'existence de tels documents devrait également permettre d'éviter aux vendeurs et usagers de systèmes de traitement de mots de supporter le fardeau assez lourd des visites dans les écoles et les entreprises industrielles de groupes d'étudiants. Cela amenuiserait à son tour le problème posé par les préjugés que les vendeurs transmettent aux élèves. Ceux-ci seraient mieux préparés pour entendre des conférences du monde des affaires et aller visiter des installations de traitement des mots.

Certaines revues professionnelles pourraient publier des articles sur ce projet afin que les maîtres de l'enseignement commercial puissent profiter, autant de leurs qualités que de leurs faiblesses. Les conseillers d'orientation pourraient eux aussi profiter de ces présentations audio-visuelles. L'équipement et les systèmes de traitement de mots ainsi que les débouchés qu'ils ouvrent changent si rapidement que même ceux qui participent directement à cette évolution ont de la difficulté à la suivre. Certes, les conseillers d'orientation professionnelle ont encore plus de difficultés; et pourtant, ils jouent un rôle essentiel en ce qui concerne le choix par les élèves de leurs programmes, de leurs cours et de leur future carrière.

Bien que cette première série éducative et celles qui la suivront s'adressent avant tout aux élèves du secondaire, elles pourraient être fort utiles aux étudiants en administration et en sciences du secrétariat des CEGEP et des collèges commerciaux. En fait, nous préparons actuellement des plans pour l'emploi de la série: TRAITEMENT DE MOTS: CONCEPTS DE BASE dans deux CEGEP de Montréal.

Il est évident que ce projet initial répondra à certains besoins de notre système scolaire. L'élargissement de la portée de ce projet, approuvé dans le cadre de la subvention PPMEP 1980-1981, renforce considérablement son utilité.

NEH
Université McGill

WORD PROCESSING: BASIC CONCEPTS

Narration for Slide Presentation

NOTE TO INSTRUCTOR: This printed script may be used instead of the taped narration on the cassette which accompanies the slide set. This may help you to personalize the presentation. It would also enable you to set your own pace and to interject your own comments or to respond to student questions and comments during the presentation.

SLIDE NUMBER	NARRATION
1	Word Processing . . . in the modern sense . . . is the most exciting development in the office environment since the introduction of the typewriter! It certainly makes the secretary's job easier. And progressive managers can accomplish much more in less time . . . and with top quality results!
2	So, you ask, "What is it--this "word processing"?
3	You are probably familiar with data processing. Most of your family's monthly bills are calculated and printed by computers. Perhaps your school report cards are printed by computer. Data processing is the handling or processing of numbers in a systematic way.
4	It is easy to understand how numbers are processed because we already know several numeric functions; for example, addition, subtraction, multiplication, division, and finding percentages. The functions are used to process numbers.
5	Word processing, on the other hand, is the handling or processing of words in a systematic way. How are words processed?
6	We do it every time we write ideas or information on paper, every time we type a letter or report, every time we take a telephone message or send a telex. That is, we process words every time we record ideas in some way so that they can be used later, either by ourselves or by others.
7	Is word processing something entirely new? No. The ancient Egyptians processed words when they wrote primitive symbols on pieces of stone.

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SLIDE NUMBER	NARRATION
8	The medieval religious writers practiced word processing with quill and ink.
9	The North American Indians practiced word processing with smoke signals long before Alexander Graham Bell invented the telephone.
10	So you can see that word processing simply means expressing and communicating ideas or information.
11	Today, people are talking about word processing as though it had never been done before. As we have just seen, words have been processed for as long as people have been communicating ideas and information. Let's consider some of the common communications processes with which you already may be familiar.
12	Have you: -typed letters, reports, or stencils? -transcribed from shorthand notes or dictating equipment? -made copies on a copying machine? If you have done any of these things, you have been doing word processing . . . even if no one classed it that.
13	Now let's look at how you might go about transforming <u>your</u> ideas for an assignment into a typewritten report to hand to your teacher.
14	First, you make some notes outlining your ideas and thoughts . . . you <u>do</u> do that, don't you?
15	Then you type a rough draft.
16	Next, you make corrections and revisions to your typewritten draft.
17	When you're satisfied with the content, you type a final copy, proofread it, and make any necessary corrections before removing it from your typewriter.

SLIDE NUMBER	NARRATION
18	Finally, you deliver the finished report to your teacher . . . hoping for an A+ !
19	The steps you took--making notes, typing your rough draft, revising that draft, typing and proofreading your final draft, and delivering your finished report to your teacher--are similar to the steps followed to produce a report in an office.
20	When an <u>office</u> report must be prepared, a manager thinks through the information and jots down some notes.
21	Then writes or dictates the report.
22	A secretary types and proofreads the report.
23	Then presents it to the manager for signature.
24	<u>If</u> there are no errors, and if the manager doesn't want to make any changes, the secretary mails the original and files a copy. Well, that's the way the process <u>should</u> work!
25	But the sailing isn't always that smooth . . . for <u>you</u> doing your own report or for a manager and secretary working together to get out a report.
26	What is more likely to happen when you're producing your report? You make your outline and type your first draft.
27	While you proofread it, you add new ideas, change some sentences, and delete unnecessary words.
28	Then you type a second draft . . . and a third . . . and so on, until your report contains all of your best ideas expressed clearly, concisely, and interestingly . . . you hope! Now you're ready to type the final version to hand to your teacher. But by now you're tired and anxious to finish--your fingers stumble over every second word and each page has more erasures that the last. Several pages have to be retyped.

SLIDE NUMBER	NARRATION
29	Many hours later, you finish! Maybe your teachers will even like it and you'll get and "A+"--you certainly feel you deserve it after all that work, right?
30	Wouldn't you like never to have to erase? Never to have to type a whole report over because a few words have to be added to the first page? Wouldn't it be marvelous to type your report only once, at your best speed, only typing changes as you proofread and revise? . . . And get that "A+" without all that frustration?
31	Well, office typists, stenographers, and secretaries . . . and their managers would like that, too! Just imagine how much that report of yours would have cost a business paying for your services as a secretary!
32	Did you know that the total cost of producing a one-page letter in an office today is between 5 and 10 dollars?
33	With so much paperwork being generated in business offices now, managers are looking for ways to cut the costs, time, and frustration involved in processing their companies' communications; while also raising the amount and quality of the communications produced.
34	They are accomplishing this through the use of highly skilled people who work with modern equipment and who follow efficient, standardized office procedures.
35	This system of processing communications using highly skilled people with specialized responsibilities,
36	modern equipment
37	and standardized procedures to produce high quality communications efficiently
38	is called "Word Processing".
39	"Word Processing" is a term which means getting communications out. It is a combination of people, procedures, and equipment.

SLIDE NUMBER	NARRATION
40	Did you notice the PEOPLE were mentioned first? These people are YOU. It takes you, your skills, your talent, and your creativity to make word processing work effectively. People are the most important component of a word processing system.
41	Profits are the most important goal of businesses engaged in the selling of goods and services. And to sell those goods and services--to make profits--businesses must communicate effectively with their customers.
42	Since most ideas and information are communicated in written form, a letter is often the only contact between a business and its customer and suppliers. In a large business, letters and memos also play an important part in the way all the people within the business work together to contribute to the company's success.
43	Secretaries and other office workers play an important role in the world processing system; that is, in getting the right message to the right person, at the right time, and in the right form. If thoughts are to be relayed so that the proper action will be taken, they must be relayed accurately, understandably, and in the most legible and attractive form.
44	The competent secretary or "word processor" has the primary responsibility for ensuring that every communication is correct and attractive. This requires a mastery of the mechanics of English, such as grammar, spelling, punctuation, and vocabulary. It also requires expert typewriting and proofreading skills.
45	So, you can see that PEOPLE are very important in the word processing system--people with good office and language skills.
46	Today, those skilled people have wonderful equipment to help them do their jobs more easily, more quickly, and more attractively.

SLIDE NUMBER	NARRATION
47	The modern equipment is the second important component in a modern word processing system. What kind of equipment is involved in word processing?
48	The telephone, dictating/transcribing machines, electronic typewriters, high speed printers, and copying machines.
49	This equipment is used to speed the flow of communications
50	and to save time and frustration.
51	You are probably familiar with much of this office equipment. You may spend more time on the telephone than you do on your homework! You probably have made stencil, spirit, or photo-copies at school or on a job. And you probably have seen or even used machine dictation/transcription equipment.
52	Dictation machines save time for both the manager and the secretary because - machine dictation is faster than longhand - a secretary doesn't have to be present to take shorthand notes, so that manager can dictate whenever and wherever the need arises
53	- any typist or secretary can transcribe the manager's dictation because the message is not a jumble of short-hand symbols which can be read by only a few.
54	The only word processing machines which might be new to you are the electronic typewriters or electronic "keyboards," as they are often called,
55	and the high speed printers which go with them.
56	What are electronic keyboards? There are many different kinds of electronic keyboards--some with display screens which look like small TV's and some without. But they all have some sort of "memory".

SLIDE NUMBER	NARRATION
57	That "memory" is what enables an electronic keyboard to be so much more efficient and effective than an ordinary manual or electric typewriter. How does an electronic typewriter "memorize"?
58	As you type on an electronic keyboard, the letters and symbols are recorded on a magnetic medium, such as a tape, cassette, card or diskette, similar to the way your voice is recorded on a tape recorder. However, you can make more complicated revisions on an electronic keyboard than on a tape recorder.
59	Imagine being able to add or delete words even whole sentences or paragraphs in the middle of a letter or report without retyping the parts that came before and after those changes!
60	When you make an error on an electronic keyboard, you just backspace and type the correction over the error, thus creating on the tape, card, cassette, or diskette--that is, on the machine's "memory"--a perfect letter or report which can be used over and over again.
61	Suppose, for instance, you want to send the same letter to 20 different people but you want each person to think it's a personal letter, not a form letter--we all hate to get form letters! Once you have stored one perfect letter in the magnetic storage medium of an electronic keyboard machine, you can print your 20 letters at over 300 words a minute! The only part you have to type on each letter are the inside address and salutation.
62	You can see that electronic keyboards make correcting and revising easier and much less time-consuming. They also relieve the boredom and frustration of repetitive typing.
63	Think back to that report you were struggling with. Imagine how much faster you could have finished it if you had used an electronic keyboard with a memory for all the words you wanted and the format you wanted and which could print out your masterpiece at more than 5 times your accurate typing speed!

SLIDE NUMBER	NARRATION
64	With an electronic keyboard with a memory, plus a highspeed printer, you could have saved time, kept your good humour, produced a high quality report, and made your teacher happy. That same word processing equipment has similar benefits for countless secretaries and managers in business offices.
65	We've seen how skilled PEOPLE and modern EQUIPMENT help to process communications more easily, more quickly, and more attractively. The third important component in an efficient word processing system is standardized PROCEDURES--the office routines or systems which make the best use of the PEOPLE and EQUIPMENT.
66	When everyone in an office has standardized, well-defined, efficient routines for performing their jobs and for working with colleagues whose jobs relate to theirs, the people are happier, the work is completed more easily and quickly, and the business is more likely to succeed.
67	Standardized office procedures work best when the people in an office are well-suited to their jobs. In any office, the employees have varied interests and abilities, and there are many different kinds of jobs to be done. For example, you might be a fast, accurate typist who would prefer to spend most of your working day typing attractive letters, and reports; while your friend might prefer non-typing tasks, such as taking telephone calls, making appointments, greeting visitors, and preparing for a manager's meetings and trips.
68	Matching of people with jobs involves job specialization. In a modern word processing system, it means that some people may specialize in typing tasks and others may specialize in non-typing tasks. In such a system, a secretary no longer has to try to perform many different kinds of tasks at the same time--the secretary becomes a specialist rather than a generalist.
69	This "system approach" which specializes and streamlines secretarial tasks and procedures calls for changes in the traditional office structure of one secretary for one boss.

SLIDE NUMBER	NARRATION
70	The new office structure, involving word processing systems, might look like this. Each secretary works for several managers, but specializes in either administrative--non-typing, or in correspondence--typing--tasks.
71	There can be many different office arrangements to take advantage of the systems approach to office procedures. Sometimes all of the secretaries are centralized in a special area called a "word processing centre" over which there is a word processing centre manager. Putting all the secretarial staff in a word processing centre is not always effective, especially in terms of human relations. So, businesses using modern word processing systems have varying degrees of centralization of secretarial personnel.
72	Common to all of the effective arrangements, though, are job specialization, standardized procedures, and definite career ladders for secretarial personnel. In a WP centre, the manager can ensure that the secretarial work is distributed more evenly than is often the case in traditional offices. Furthermore, the work can be better matched to the interests and abilities of the secretaries.
73	Therefore, in offices with well-organized word processing systems, secretaries in both typing and non-typing positions can move up the career ladder according to their individual interests and abilities rather than according to how their bosses move on the management ladder.
74	We began by asking, "What is Word Processing?" And now we can all answer that . . .
75	Modern word processing is a system of processing communications
76	using highly skilled people with specialized responsibilities, modern equipment, and standardized procedures to produce high quality communications efficiently.
77	Is word processing going to require a tremendous change in the way people express and communicate ideas and information? No . . . just changes that make communicating easier, faster, and less frustrating!

SLIDE NUMBER	NARRATION
78	And what does word processing mean to you? It means new kinds of jobs--exciting and rewarding jobs--jobs in which you can advance and experience a meaningful career. Wouldn't you like to be part of this exciting and growing field of "WORD PROCESSING"?
79	Credits

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